



ST. ALOYSIUS PRIMARY FEDERATION

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Maths in St Aloysius Federated Schools

The purpose of the aims of the new National Curriculum for Maths is to develop children who are competent and confident in all areas of maths; in particular in developing their ability for keeping fluency, being able to solve problems, communicate understanding of maths and giving reasons for mathematical outcomes:

- To become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- To **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Here at St Aloysius we have a long term plan which maps out how best to deliver teaching and learning that ensures the aims of the New Curriculum for Maths are achieved.

The different areas of maths (domains) are taught in blocks and the order of blocks has taken the following points into consideration:

- Place value is tackled at the beginning of each term as it is integral to all areas of number and calculations;
- Addition and subtraction are tackled prior to multiplication and division so that links can be made;
- Fractions usually follow multiplication and division so that links can be made;
- The number domains are tackled at similar times so that progression through the school can be seen easily by the pupils and staff;
- The practical areas of geometry, measurement and statistics are tackled at differing times to ensure maths can be delivered in a very practical way through the use of central resources;
- There is the greatest emphasis placed on number work;
- The measurement domain has been split up. Weight and capacity are tackled together (the skills of reading scales). Length and time are tackled together. Children usually need less time on length and more time on time. Money work, whilst part of the measurement domain, is given its own block in years 2 and 3;
- The geometry domain has been split into two sections; properties and position/direction.